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ABSTRACT

This paper on recruiting and retaining minorities details the difficulties and successes of Gainesville College (Georgia) to induct and retain minorities from 1993 to 1998. During this five-year period, Black enrollment at the college decreased by 9.1% (from 84 to 77), while Hispanic and Asian enrollments increased by 61.2% (26 to 67) and 35.7% (27 to 42), respectively. Overall, White non-Hispanics accounted for 92.2% of the total enrollment in the fall of 1998, in contrast to 91.8% in fall 1997 and 93.7% in fall 1993. The minority population as a whole decreased slightly from 8.2% in fall 1997 to 7.8% in fall 1998. Included are summaries of changes in minority student enrollment, racial and ethnic distribution of the ten-county service area, recruitment and retention strategies for minority students, changes in graduation rates of minority students, and plans for improvement. The paper also details the racial and ethnic demographics of the college's service area, including K-12 enrollments, and the percentage of high school graduates with college-preparatory diplomas. Appended are various tables of data describing racial and ethnic percentages in various cohorts. (AS)

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Recruitment and Retention of Minorities at a Two-Year Public College from 1993 to 1998

November 1998

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Recruitment and Retention of Minorities
at a Two-Year Public College from 1993 to 1998

November 1998

Abstract

This paper details the difficulties and successes of a predominately white two-year public college's program to recruit and retain minorities over the past five years from the fall of 1993 (N = 2632) to the fall of 1998 (N = 2849). Over this time frame, the American Black enrollment at the College decreased by 9.1% (from 84 to 77) while the Hispanic and Asian enrollments increased by 61.2% (26 to 67) and 35.7% (27 to 42) respectively over the same time frame. A high percentage of minority students place into remedial classes which impacts their academic progress. The paper details the racial and ethnic demographics of the College's service area to include K-12 enrollments and the percent of high school graduates with college-preparatory diplomas. The College aggressively pursues the recruitment of minority students through its Admissions Office and works diligently to provide a campus environment that promotes and celebrates diversity.

Recruitment and Retention of Minorities
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Introduction

Education is one of the most important catalysts for a life associated with economic and social success. Higher education insures more stable patterns of employment, higher salaries, and a whole host of benefits that generally translate into a better quality of life. These advantages are then perpetuated through children into subsequent generations. The overall well-being of the country and its vision of a prosperous and equitable future requires the full participation of all peoples in the educational journey that unlocks their potential and positions them to enjoy the fruits of one of the wealthiest nations in the world.

Minorities are making considerable strides in education, but still lag whites.[1] High school completion rates are increasing among African Americans and Hispanics although the 1996 drop-out rates in the 15 southeastern SREB states South among blacks (14.6%), Hispanics (25.1%), and whites (10.0%) are unacceptably high. In 1996, 83% of all adults age 18 to 24 in the SREB states possessed a high school diploma (includes GED) as compared to a national rate of 86% (81% in Georgia). A higher percentage of high school graduates in the SREB states are completing a college preparatory curriculum as compared to 10 years ago from 21% in 1987 to 42% in 1994.

Despite that a majority of entering students completed a college preparatory curriculum in high school, a large percentage at two-year colleges in the south (ranging from 30% to 75%) still require one or more remedial courses in English, reading, or mathematics. The National Center for Education Statistics in 1995 reports a national average for one or more remedial courses at 41% for community colleges. Incentives to finish high school and continue into college are provided by programs such as Georgia's HOPE scholarship which annually provides millions of lottery-funded dollars for education and Georgia's Postsecondary Enrichment Program which targets youngsters in the middle schools.

Compared to 1994, the college participation rates of African-American and Hispanic high school graduates ages 18 to 24 in 1995 stayed relatively the same at 35.4% for African-Americans and rose about two percentage points to 35.3% for Hispanics. This compares to a 43.1% rate for whites during 1995. All four major ethnic minority groups (African-Americans, Hispanics, Asian Americans, and American Indians) experienced enrollment increases in 1995 at four-year institutions and all but American Indians at two-year colleges. Students of color achieved growth in the attainment of all four degree categories in 1994. Nationwide, the percent of whites,

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[1] DJ Carter and R Wilson. *1996-97 Fifteenth Annual Status Report: Minorities in Higher Education.* American Council on Education, Washington, DC. (www.acenet.edu/)

J Creech, *Educational Benchmarks 1998.* Southern Regional Education Board (SREB). Atlanta, Georgia (www.sreb.org). 15 SREB states: AL, AK, FL, GA, KY, LA, MD, NC, OK, SC, TN, TX, VA, WV.

January 1997. *Minorities in Higher Education. Findings from the Condition of Education 1996.* U.S. Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics. Washington, D.C.

African-Americans, and Hispanics who completed four or more years of college in 1995 was 26.0%, 15.3%, and 8.9% respectively.

Throughout the University System of Georgia which comprises 34 institutions of higher learning which includes a mix of research, regional, and state universities, as well as two-year colleges, the African-American, Hispanic, and Asian populations steadily increased over the past several years. For example, from the fall of 1996 to the fall of 1997, the total enrollment for the University System increased by only 0.5% while the enrollments for Black Non-Hispanics (43,609 to 44,936), Hispanics (3,429 to 3,534), and Asian (8,562 to 8,849) increased by 3.0%, 3.1%, 3.4% respectively as compared to White Non-Hispanics that lost ground falling by 0.8% from 146,607 to 145,403.

This report details the difficulties and successes of a two-year public college's program to recruit and retain minorities over the past five years from the fall of 1993 to the fall of 1998.

Summary of Changes in Minority Student Enrollment

The number of self-declared American Black[2] students enrolled in the fall of 1998 was 77, down by 11 (12.5%) from the previous fall (n = 88). This decline mirrored, in part, a slight 0.9% decrease in total student enrollment by 26 students from 2875 in the fall of 1997 to 2849 in the fall of 1998. The percent of American Blacks as a function of total student population decreased as well, from 3.1% in the fall of 1997 to 2.7% in the fall of 1998 which represents its lowest level in a decade (2.6% during the fall of 1988). Over the past five years, from the fall of 1993 (n = 84) to the fall of 1998 (n = 77), the American Black enrollment at the College decreased by 9.1%. Some of the slippage and low numbers in general may be explained by the introduction of the new multiracial category introduced in the fall of 1995 which contained 20 students in the fall of 1998.

The number of first-time entering American Blacks dropped by only one student from the fall of 1997 (n = 24) to the fall of 1998 (n = 23) suggesting that the College is recruiting American Blacks at about the same rate over the past year, but experiencing difficulties in retaining them since the total number dropped over the same time period. American Blacks accounted for only 2.4% (23/967) of all the students entering the College for the first-time during the fall of 1998. Of the 23 first-time American Black students in the fall of 1998, only 30% (7/23) were male and 17 of the 23 (74%) placed into remedial mathematics as compared to the overall college-placement rate of 38%. Of those blacks who placed into remedial math, almost half (47% or 8/17) started at the lowest of the two levels (Math 0097). Studies indicate that incoming students who place into remedial math courses, especially the first of the series, face a difficult academic battle and are unlikely to persist towards a degree. This obstacle to success is compounded for students with multiple CPC and remedial deficiencies.

All other racial and ethnic categories stayed the same or increased from the fall of 1997 to the fall of 1998. The most appreciable gains were made within the Hispanic community. The Hispanic population at the College increased by 15.5% from 58 in the fall of 1997 to 67 in the

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[2]As is the case with all the racial and ethnic designations, they are self-declared on the admission form. Each student must state U.S. citizenship as well. Blacks in this study are delineated as American Black if a U.S. citizen or Other Black if not a U.S. citizen. In the fall of 1998, the total Black population at the College was 82.

fall of 1998. Over the past five years, the Hispanic population at the College increased by 61.2% from 26 in the fall of 1993 to 67 in the fall of 1998. Hispanics (n = 67) now constitute the third largest category of students at the College trailing American Blacks by a scant 0.3%. Only 44 of the 67 Hispanics, however, were U.S. citizens. Hispanics as a whole will likely close the gap or surpass American Blacks as a percentage of the total student population by the fall of 1999. It should be recognized that Hispanic is an ethnic category rather than racial.[3] Although most Hispanics in Georgia are racially classified as white (around 87% in 1994), the ethnic group contains black Hispanics and members of other racial groups as well.

Asian/Pacific Islanders are another group that increased in numbers over the past year going from 27 in the fall of 1993 to 67 in the fall of 1998 for a 35.7% gain. It is interesting to note that in the fall of 1998, relatively large numbers of Asians (28 of 42 or 67%) and Hispanics (23 of 67 or 34%) are not U.S. citizens as compared to only 6% (5/82) of all Blacks. As is true with incoming American blacks, Hispanics and Asians also place into Learning Support courses in relatively large proportions, especially English and reading.

Overall, White non-Hispanics accounted for 92.2% of the total enrollment in the fall of 1998 as compared to 91.8% in the fall of 1997 and 93.7% in the fall of 1993. The minority population as a whole decreased slightly from 8.2% in the fall of 1997 to 7.8% in the fall of 1998. The decline in blacks (both American and international) was counterbalanced by the increase in Hispanics, thus the percentages between the two years were similar. Despite the prodigious efforts of a variety of individuals on campus to actively recruit people of color, the struggle to increase student diversity is a difficult one.

Racial and Ethnic Distribution of 10-County Service Area

The 1997 population estimates released by the U.S. Census Bureau indicate that the racial distribution of the 860,508 individuals in the College's ten-county primary service area is 90.4% White, 6.2% Black, 0.3% American Indian, and 3.1% Asian. Embedded within these racial groups are Hispanics (an ethnic designation)[4] which are aggregated separately so as to avoid a duplicated count. The Hispanic population of 35,527 accounts for 4.1% of the total and is further

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[3]Hispanic is a self-declared ethnic classification that is conceptual. A Hispanic is a person whose values and culture are powerfully linked to those normally associated with Spanish civilization, such as identifying strongly with the Spanish community and speaking Spanish naturally, rather than learning it in school. Hispanics are those who indicate that their origin was Mexican-American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or some other Spanish culture or origin, regardless of race (Office of Educational Research, U.S. Department of Education). Although the meaning is somewhat different, Hispanics are sometimes referred to as Latinos. (See Racial and Ethnic Categories in the appendix)

[4]Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

White, non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa or the Middle East (except those of Hispanic origin).

Black, non-Hispanic - A person having origins in any of the black racial groups of Africa, not of Hispanic origin.

(Source: U.S. Department of Education)

categorized as White Hispanic - 3.9% and Non-White Hispanic - 0.2%. Over the three years from 1994 to 1997, the Black, Asian, and American Indian populations as a percentage of the whole remained fairly constant, whereas the Hispanic population increased by 64.8% from 21,560 (1994) to 35,527 (1997).

The College draws almost four of ten in-state students (37.4%, 1055/2820) from its home county of Hall (fall of 1997 data). The estimated racial distribution within Hall County for 1997 was 88.6% White, 9.9% Black, 0.2% American Indian, and 1.3% Asian. Hispanics accounted for 8.0% (n = 9,284) of the county's total estimated population of 116,047 (some assert that the Hispanic population is undercounted with estimates ranging up to 30,000). This demographic profile contrasts sharply with Forsyth County from which the College draws one of 10 students: 99.3% White, 0.1% Black, 0.3% American Indian, and 0.3% Asian. The most recent data from Georgia's Department of Education for K-12 enrollments runs through the 1996-97 academic year. The state DOE's data show the following percentages for the total enrollment of 151,028 students in the College's ten-county service for the 1996-97 school year: 80.7% White, 8.9% Black, 5.2% Hispanic, 4.4% Asian, 0.1% American Indian, and 0.7% Multiracial. The White, Black, Hispanic, and Asian percentages of K-12 students in Hall County for 1996-97 were 81.8%, 5.9%, 10.9%, and 0.9% respectively.

Clearly, the distribution of minorities in the College's service area is relatively low compared to the state as a whole (30.5% of the 7,486,242 Georgians, 1997 figures) are in a minority group with 28.5% of the total classified as Black). In addition, minority populations are highly variable from one county to another making it difficult for the College to increase its minority enrollment. During the fall of 1998, the College was 92.2% White Non-Hispanic, 2.7% American Black Non-Hispanic, 0.2% International Black, 2.4% Hispanic, 0.4% American Indian or Alaskan Native, 1.5% Asian or Pacific Islander, and 0.7% Multiracial. Of the 967 new students entering the College in the fall of 1998, 93.1% were White, 2.4% American Black, 0% International Black, 1.0% Multiracial, 0.6% American Indian and Alaskan Native, 1.1% Asian or Pacific Islander, and 1.8% Hispanic.

Recruitment and Retention Strategies for Minority Students

A Needs Assessment Survey administered by the College in the spring of 1998 indicated that a high percentage of high school counselors and principals were unaware of the full slate of programs, activities, and services offered by the College. In response, the College renewed its commitment to develop a meaningful and continuous dialogue to channel information to them and to receive feedback from them.

The Admissions and Records Office targeted the recruitment of minority students in several ways over the past year in area high schools and communities throughout northeast Georgia and north metro-Atlanta. During the 1997-98 year, personnel from the office participated in 15 PROBE Recruitment Fairs, as well as 23 special programs, Career Days, and Job Fairs. Office personnel visited area high schools with significant minority populations and worked diligently to develop new alliances and improve existing relationships with counselors. Recruitment efforts also included participation in several community-wide events targeted for minorities in the Gainesville-Hall County area where almost 40% of the College's students are drawn. Staff from this office, as well as others on campus, represented the College at the weekend-long

Rainbow Festival in downtown Gainesville and the PREP-sponsored InfoFair[5] at the College which celebrated the demographic diversity within the College's service area and serves as a nexus for providing information, referrals, and resources to the community.

The Minority Affairs Office (MAO) which resides in the PACE Center was active over the past year. The Office is coordinated by a half-time employee. The Coordinator works closely with the Multicultural Student Association (MSA, formerly the Black Student Association), a group of primarily American Black students who help each other academically, socially, and emotionally. The MSA helps the Coordinator schedule activities for Black History Month each February for the purpose of recognizing the accomplishments of minorities and the benefits of diversity.

The MSA used to count Hispanics among its members. This changed, however, over the past year with the formation of the Latino Student Association (LSA) in the winter of 1998 through the initiative of the PREP Coordinator. Major accomplishments of the group include visitations by members to Latinos in local high schools, planning the College's celebration of National Hispanic Heritage month, and co-sponsoring activities with Student Government. Another newly emerging campus group called the Cross-Cultural Connection encourages a diverse membership that cuts across racial and ethnic lines.

The Minority Affairs Office makes special efforts to work closely with the African-American community to increase awareness of programs and educational opportunities. The coordinator works with high school counselors, teachers, African-American ministers, and other leaders of the African-American community to identify students who would benefit from an association with the College. The coordinator sends information about the College to churches and civic organizations within the College's multi-county service area inviting all prospective students and interested individuals, especially those of color to participate in the College's activities and programs.

Since its inception in 1988, the Minority Affairs Office has taken an active role in the College's efforts to provide an environment that enhances the whole educational process for minority students, giving emphasis to their culture, academic background, and economic conditions. The Office uses innovative intervention strategies to monitor withdrawing and non-returning minority students by offering consultation and assistance. The Coordinator, along with others in the PACE Center, provides academic counseling and tutoring referral services, and career-counseling. The Office works closely with the Financial Aid Office to help economically disadvantaged students secure funding to support their higher education aspirations. Program activities are designed to assist with both the recruitment and retention of minority students.

In order to increase access to a collegiate education, the College recently reconfigured the English for Speakers of Other Languages (ESOL) program. The ESOL program is two-pronged: one component, offered through Continuing Education, addresses the needs of area residents who want to improve their English speaking and writing skills without enrolling as credit-earning

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[5]The InfoFair was started in 1995 to enlighten the growing Hispanic community on available resources in northeast Georgia and to inform the public of the positive impact of Hispanics on our area. As of 1997, the InfoFair broadened its reach to embrace all racial and ethnic groups by promoting itself as a multicultural event. A goal of the InfoFair is to promote interaction between diverse cultural and ethnic groups. The fourth InfoFair was held in August of 1998 at the College.

college students. As of the fall of 1997, the other component was assimilated into the Learning Support options offered by the College and offered as a parallel track to two developmental studies courses. Students who require ESOL remediation in English and reading are now exited with the same requirements as those in the standard remedial courses (i.e., those who exit the ESOL program go directly into regular credit courses). Gainesville College is the first in the University System of Georgia to formalize ESOL policies with those of Learning Support.

Over the past summer, African-American role models from the College collaborated with the Rucker Center in Gainesville to offer activities for African-American teenagers in the 7th, 8th, and 9th-grade that developed computer, language, and mathematical skills. An emphasis of the program was a week-long session on career-planning and building strong study behaviors. Plans are underway to extend and enrich another iteration of these activities for the summer of 1999.

The Summer Scholars Institute at Gainesville College is a part of the College's Post-Secondary Readiness Enrichment Program (PREP). For the eighth year, it provided at-risk students in 7th, 8th, and 9th-grade who are in jeopardy of failing but who show promise, with intensive on-campus academic and social enrichment experiences. Students attend classes and enjoy subject-specific field trips. The one-month "academy" is designed to enhance language and communication skills, replace negative behavior habits with positive ones, build cross-cultural awareness, and create positive self-esteem. This past summer (July, 1998), the Institute served 189 students from area middle schools. The program draws primarily from the large Hispanic and African-American populations, as well as the smaller Asian community.[6] The College commitment to the young students after completion of three consecutive summers and successful graduation from high school is to aid them in the admission process and obtaining financial aid. It is hoped that the program will encourage more minority students in our area to attend college. Obviously, dividends from the program take several years to be realized as the students matriculate through the school system.

For several years, the President's Advisory Committee on Minority Affairs has met two to three times per year. The committee consists of diverse representation from faculty, staff, and the community. It serves as a sounding board for the College to candidly dialogue about minority-related issues. The committee is charged with the task of helping the College recruit minority students and faculty. Another initiative of the College was to send five faculty and staff in October of 1998, to the second of three sessions in the Mandala Movement Conference. This movement is a University System-sponsored series on diversity and multiculturalism.

The College's P-12 Outreach Committee continues its several-year partnership with White Sulphur Elementary School in Hall County. White Sulphur is approximately 30% minority. Teachers at White Sulphur take advantage of faculty expertise, tutoring services by students, and enjoy special programs. The Outreach Committee also helps to schedule visits by 7th-graders from the Hall County and Gainesville City Schools to the College as part of the Regents'-initiated P-16 program. The objective of the visit is to introduce postsecondary educational opportunities to area youth prior to their decision as 9th-graders to take either a

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[6]Of the 189 students who started the program, 168 students completed it (94 female and 74 male). Of the completers, 22 were African-American, 12 Asian, 26 Caucasian, 104 Latino, 1 Native American, and 3 Other. Ninety-four of the 168 were new to the program and 74 were returning students.

college-prep or tech-prep curriculum in high school. Another activity of the committee is the visitation of area high schools by faculty and staff for "Reality Check" sessions with 10th-grade students to discuss the demanding expectations of college professors for incoming students and to provide admissions and financial information.

In a holistic sense, the College is committed to diversity throughout its activity programs and curriculum. The College provides high quality instruction, valuable out-of-class educational and recreational opportunities, and an atmosphere which promotes the growth and development of all students. The College embraces a curriculum that encourages tolerance and an active dialogue about divisive issues within our community. Taken together this is thought to have a positive and broad impact on retention and recruitment efforts.

An outcome of the Strategic Planning Committee, which deliberated across the 1997-98 academic year, was a set of 17 future-oriented goals to include the following: "Because diversity adds value to education and benefits society, the College will need to continue efforts to recruit and serve under-represented groups." Moreover, one of the seven operational goals of the College for the 1998-99 academic year emphasizes the desire of the college community to "reflect greater diversity" among its student body and faculty ranks.

Changes in Graduation Rates of Minority Students

In fiscal year 1998, the College awarded 367 degrees for an increase of 5.2% over the previous fiscal year (N = 349). The number of Black graduates increased by 3 from 9 in fiscal year 1997 to 12 in fiscal year 1998. Black graduates in fiscal year 1998 accounted for 3.3% (12/367) of total degrees conferred. The number of Hispanic graduates stayed the same at 3 over the same two-year period and in fiscal year 1998 they accounted for less than 1% of the total graduates. In comparison, White non-Hispanic students earned 348 degrees (95% of total) in fiscal year 1998 for a 3.9% increase over the previous year.

Gender ratios of those receiving associate degrees indicate a wide disparity between males and females. Over the past year, females consistently earn almost twice the number of degrees as compared to males. For example, in fiscal year 1998, 231 of the 367 (63%) were awarded to females (137 went to males). This is particularly impressive given that females make up about 55% of the total student population. The disparity between males and females in persistence and graduation rates, especially among minorities, is of some concern.

Plans for Improvement

With the exception of Asian students, the minority representation on campus of American Blacks and Hispanics is lower than within the College's service area when considering incoming students. Of the 967 new students entering the College in the fall of 1998, 93.1% were White, 2.4% American Black, 1.1% Asian or Pacific Islander, and 1.8% Hispanic. This contrasts with the most recent state DOE data showing that the surrounding K-12 schools in the College's service area for the 1996-97 school year are 80.7% White, 8.9% Black, 5.2% Hispanic, 4.4% Asian, 0.1% American Indian, and 0.7% Multiracial. The White, Black, Hispanic and Asian percentages of K-12 students in Hall County for 1996-97 were 81.8%, 5.9%, 10.9%, 0.9% respectively. Hispanic figures must be interpreted in light of the assumption that some Hispanic

children in the K-12 system are from the homes of parents who are not legal aliens. If this is still the case as they graduate from high school, then they are not admissible to the College.

The College's incoming student pool is in part correlated with the number of students leaving high school with a CPC[7]-diploma. A telling look at the struggle the College faces in attracting college-ready students is in the percent of students (N = 385) who graduated from Hall County schools in 1996-97 with a CPC-college or CPC-vocational diploma: 1.0% Black (n = 4), 92.7% White (n = 357), 6.0% Hispanic (n = 23), 0% Asian, 0% American Indian, and 0.3% (n = 1) Multiracial.

Ultimately, the College wants the racial and ethnic diversity at the College to reflect that of its service area although there are a number of ways of slicing the total population to determine what the appropriate percentages might be. For example, consider the following. The College recruits about 37% of its total enrollment from its home county of Hall. Thus the racial and ethnic breakdown of this county is relevant to its recruitment activities. In addition, the College's home county is contiguous with nine others. The ten counties together make up the College's primary service area.

Although 9.9% of Hall County citizens are Black (1997 U.S. Census Bureau estimates) and 10.4% of the K-12 enrollments within the county are Black (1996-97 data from the state's DOE which includes the City of Gainesville enrollments), the percent of academically prepared Blacks graduating from high school with CPC-diplomas is only 3.7% (18/491) of the total number of CPC-graduates. Thus the College (and other college's within the state) must recruit from a very small pool of prospective Black students with CPC-diplomas (n = 18) from Hall County and the City of Gainesville: 4 Blacks from all the Hall County schools together and 14 Blacks from Gainesville High School. A similar situation exists with Hispanics. Over 13% of the K-12 enrollments in Hall County are Hispanic, yet they account for only 5.7% of those with CPC-diplomas (only 28 Hispanic students with CPC-degrees).

The distribution of Black and Hispanic students in the K-12 grades is interesting. The 2,163 Black students are almost evenly split between the City of Gainesville (1155) and the county (1008), whereas there are more than twice the number of Hispanics (1,915) in the county as compared to the city (865) for a total Hispanic count of 2,780. It is also of interest to track Asians. There were 234 Asians in the K-12 grades in Hall County in the 1996-97 school year with 83 in the city and 151 in the county. Asians make up 1.1% of the total student population of 20,875. In the 1996-97 school year, only 4 Asians graduated from a Hall County or city school with a CPC-diploma.

The College is equally committed to encouraging all students to attend the College. Unfortunately, it is often an uphill battle especially for Black Americans and Hispanics. The overall high school drop-out rates for both groups are relatively high and many do not complete high school with a college preparatory diploma. Moreover, a college-going tradition is not firmly rooted in some minority communities. The College fully intends to aggressively explore every avenue in its pursuit of minority students by penetrating as deeply as possible into the surrounding schools and communities and by ensuring that the College provides an environment that

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[7]CPC- College Preparatory Curriculum in high school consisting of 4 units of English, 3 of Science, 3 of Social Science, 2 of Foreign Language, and 3 of Mathematics.

welcomes all students and makes them comfortable. Although American Blacks were the major thrust of the College's recruitment and retention efforts in the past, more and more assistance and attention is now being directed at the growing numbers of Hispanics and Asians in the surrounding area.

The College administrators, faculty, and staff strongly advocate programs within the state that attempt to narrow the gap between the participation of whites and minorities in the educational pipeline such as expanding access to intensive preschool programs, shrinking class sizes in the K-12 system, maintaining the viability of the state's HOPE scholarship, and encouraging parents - especially those of minorities - to spend more time and energy preparing their children for school with a major emphasis in the younger years on reading. The pursuit of higher education must be a strong value that is instilled in children at an early age and reinforced at every juncture of their educational journey to encourage academic achievement.

The President of the College is firmly committed to provide support and leadership to promote diversity. She participates actively with the offices of Minority Affairs, Admissions and Records, Human Relations, Affirmative Action, and others to keep diversity a high priority on the campus. The College is committed to a supportive atmosphere that celebrates the co-cultures of our society and to a campus climate that does not tolerate subtle or overt racism. This commitment was prominent in the recently completed Strategic Plan and in the Operational Goals of the College for the current academic year.

The College stays abreast of and is fully aware of the broad base of research that shows that recruitment and retention are enhanced when students feel connected to the College. Each year the College applies its creativity and talent to efforts that academically and socially integrates students into the everyday life of the campus in hopes of forging bonds that strengthen a student's commitment to their educational goals and to keeping them on-task towards a degree. Feelings of isolation and incongruence, which are more likely among minorities, correlate negatively with persistence and generate frustration. Activities, programs, and organizational structures that involve minorities tangibly demonstrate that the College cares deeply about those that are underrepresented and helps them fit into the mainstream, particularly as students adjust to college life over their first year.

The Admissions and Records Office will continue to emphasize minority recruitment through PROBE fairs, active participation in community programs and activities, and recruitment in high schools with significant minority populations. The Office also supports the recruitment strategies associated with the Summer Scholars Program[8] which specifically target at-risk youth in the middle schools and attracts a sizeable minority enrollment. The College will continue to focus on high schools through the Reality Checks and linkages with counselors and faculty. The College is mindful of the fact that Blacks, Hispanics, and other minorities often need help in paying for college and provides information to them as to how they can apply for federal, state, and Foundation money.

The Student Activities Office promotes minority student participation in student clubs, organizations, and activities and tries to provide a multicultural backdrop to its offerings

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[8]The PREP Coordinator is the organizer of the Summer Scholars Institute and assumes the primary responsibility for recruitment of students, faculty, staff, and volunteers.

throughout the year whenever possible. The Office of Minority Affairs will continue to play a key role in the recruitment and retention of minority faculty, staff, and students. Moreover, the Multicultural Task Force maintains diversity as an issue that stays in the forefront of the College's agenda. A Regents-sponsored survey of Gainesville College students in the fall of 1997 indicated that the majority perceive that the campus is racially harmonious. On a scale of 1 to 5 with 5 representing very satisfied, the campus scored 4.12 on this survey dimension. This was higher than that of Georgia two-year colleges (3.90) or the national average for public two-year colleges (3.84). This score was the result of a survey where 89.2% (n = 875) of the total respondents (N = 981) were self-declared Whites.

Race and Ethnic Categories

(Office of Educational Research and Improvement, U.S. Department of Education)

American Indian/Alaskan Native	A person having origins in any of the original peoples of North America and who maintains a cultural identification through tribal affiliation or community recognition.
Asian/Pacific Islander	A person having origins in any of the Pacific Islander peoples of the Far East, Southeast Asia, the Indian subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.
Black, non-Hispanic	A person having origins in any of the black racial groups of Africa, not of Hispanic origin.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. *Similar to Latino described below.
White, non-Hispanic	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

*Latino - A person originating in Latin America. In the broadest sense, Latin America is the entire western hemisphere south of the United States. In a more restricted sense Latin America comprises those countries of the Americas that developed from the colonies of Spain, Portugal, and France. Because these European powers used languages derived from Latin, the term Latin America was devised to designate the parts of the New World that they colonized. The areas that are now Belize and Guyana were colonized by the British, and the official language of those countries is English. Suriname was colonized by the Netherlands, and Dutch is the official language. These countries' histories differ from those of others in the region and are generally treated differently by scholars (1997 Encarta Encyclopedia)

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Racial and Ethnic Percentages in Various Cohorts

Dr. Hamilton, OPIR, November 1998

Notes: The population of a given cohort is shown parenthetically. The ten counties include the College's home county of Hall and its nine contiguous counties: Banks, Barrow, Dawson, Forsyth, Gwinnett, Habersham, Jackson, Lumpkin, and White.

	Fall 98 - GC		1996-97 School Year				1997 Estimates	
		Incoming	K-12		CPC-Diploma		Popn Est	Popn Est
	Total (2849)	Freshmen (967)	10-county (151,028)	Hall* (17,567)	10-county (4786)	Hall* (491)	10-county (860,508)	Hall (116,047)
White	92.2	93.1	80.7	74.5	87.2	89.4	90.4	88.6
Black			8.9	10.4	4.7	3.7	6.2	9.9
American Black	2.7	2.4						
Other Black	0.2	0.0						
Asian	1.5	1.1	4.4	1.1	5.6	0.8	3.1	1.3
Hispanic	2.4	1.8	5.2	13.3	2.0	5.7	+See below	
American Indian	0.4	0.6	0.1	0.2	0.1	0.0	0.3	0.2
Multiracial	0.7	1.0	0.7	0.5	0.4	0.4		

*Hall - includes all Hall County high schools and the City of Gainesville

GC - Gainesville College

CPC - College Preparatory Curriculum

CPC refers to the percent of students earning a CPC-vocational or CPC-college diploma

+Population Estimates of Hispanics (1997 - U.S. Census Bureau)
(Already tallied with racial groups in U.S. Census data)

10-county	Hispanic	4.1%		
		White Hispanic	3.9%	
		Non-White Hispanic	0.2%	
Hall County	Hispanic	8.0%		(includes City of Gainesville)
		White Hispanic	7.6%	
		Non-White Hispanic	0.4%	

CPC-Diploma (96-97 Year) from Hall County Schools

	G'ville	Hall	Total	% Total
Black	14	4	18	3.7
White	82	357	439	89.4
Hispanic	5	23	28	5.7
Asian	4	0	4	0.8
Am Indian	0	0	0	0.0
Multiracial	1	1	2	0.4
Total	106	385	491	100.0

G'ville - City of Gainesville High School

K-12 Enrollments (96-97 Year) from Hall County Schools

	G'ville	Hall	Total	% Total
Black	1155	1008	2163	10.4
White	1173	14378	15551	74.5
Hispanic	865	1915	2780	13.3
Asian	83	151	234	1.1
Am Indian	2	36	38	0.2
Multiracial	30	79	109	0.5
Total	3308	17567	20875	100.0

G'ville - City of Gainesville High School

1997 Population Estimates by Race by County
Hall and its Nine Contiguous Counties
Banks, Barrow, Dawson, Forsyth, Gwinnett, Habersham, Hall, Jackson, Lumpkin, and White

		Racial Category				Hispanics are already tallied with racial groups		
	Total	White	Black	Am Indian	Asian	Hispanic	White Hispanic	Non-white Hispanic
Banks	12,432	11,800	542	27	63	121	115	6
% Total	100.0	94.9	4.4	0.2	0.5	1.0	0.9	0.0
Barrow	38,966	33,101	5,261	96	508	580	493	87
% Total	100.0	84.9	13.5	0.2	1.3	1.5	1.3	0.2
Dawson	13,875	13,686	11	155	23	136	97	39
% Total	100.0	98.6	0.1	1.1	0.2	1.0	0.7	0.3
Forsyth	75,749	75,240	39	240	230	1,937	1,867	70
% Total	100.0	99.3	0.1	0.3	0.3	2.6	2.5	0.1
Gwinnett	500,816	447,101	29,443	1,138	23,134	21,709	20,732	977
% Total	100.0	89.3	5.9	0.2	4.6	4.3	4.1	0.2
Habersham	31,197	28,564	1,618	85	930	665	585	80
% Total	100.0	91.6	5.2	0.3	3.0	2.1	1.9	0.3
Hall	**116,047**	**102,782**	**11,539**	**274**	**1,452**	**9,263**	**8,806**	**457**
% Total	**100.0**	**88.6**	**9.9**	**0.2**	**1.3**	**8.0**	**7.6**	**0.4**
Jackson	36,477	32,073	4,204	80	120	376	340	36
% Total	100.0	87.9	11.5	0.2	0.3	1.0	0.9	0.1
Lumpkin	18,121	17,360	347	321	93	501	470	31
% Total	100.0	95.8	1.9	1.8	0.5	2.8	2.6	0.2
White	16,828	16,028	605	51	144	239	212	27
% Total	100.0	95.2	3.6	0.3	0.9	1.4	1.3	0.2
Counties	**860,508**	**777,735**	**53,609**	**2,467**	**26,697**	**35,527**	**33,717**	**1,810**
% Total	**100.0**	**90.4**	**6.2**	**0.3**	**3.1**	**4.1**	**3.9**	**0.2**
Georgia	*7,486,242*	*5,205,515*	*2,126,126*	*17,493*	*137,108*	*207,053*	*181,112*	*25,941*
% Total	*100.0*	*69.5*	*28.4*	*0.2*	*1.8*	*2.8*	*2.4*	*0.3*

Source: State Data and Research Center, Georgia Tech; U.S. Bureau of the Census

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Enrollments by Race/Ethnicity at Gainesville College
Five-Year Change from Fall 1993 to Fall 1998
Dr. Hamilton, November 1998

Percentages based on total enrollment for a given year

	Fall Quarter						5-Yr Change	
Race/Ethnicity	1993	1994	1995	1996	1997	1998	#	%
White Non-Hispanic	2466	2477	2459	2454	2639	2626	160	6.1
% Total	93.7	93.8	93.0	92.5	91.8	92.2		
American Black	84	86	92	80	88	77	-7	-9.1
% Total	3.2	3.3	3.5	3.0	3.1	2.7		
Other Black*	11	7	5	11	20	5	-6	-120.0
% Total	0.4	0.3	0.2	0.4	0.7	0.2		
Multiracial**			5	13	18	20		
% Total	0.0	0.0	0.2	0.5	0.6	0.7		
Amer Indian/Alskn	18	10	8	7	10	12	-6	-50.0
% Total	0.7	0.4	0.3	0.3	0.3	0.4		
Asian/Pacific Isindr	27	31	33	34	42	42	15	35.7
% Total	1.0	1.2	1.2	1.3	1.5	1.5		
Hispanic	26	31	42	53	58	67	41	61.2
% Total	1.0	1.2	1.6	2.0	2.0	2.4		
Total	2632	2642	2644	2652	2875	2849	217	7.6
	100.0	100.0	100.0	100.0	100.0	100.0		

White Non-Hispanic and All Others

White Non-Hispanic	2466	2477	2459	2454	2639	2626	160	6.1
% Total	93.7	93.8	93.0	92.5	91.8	92.2		
All Others	166	165	185	198	236	223	57	25.6
% Total	6.3	6.2	7.0	7.5	8.2	7.8		

*Other Black includes blacks who are not U.S. citizens

**Multiracial category used beginning fall of 1995

Source: Registrar's Office

First-Time Students by U.S. Citizenship and Race/Ethnicity
Fall 1997 and Fall 1998

Dr. Hamilton, OPIR, November 1998

Note: 1st-Time shows the number of students enrolled at the College for the 1st time during the specified fall quarters. Some of these students may have entered with transfer credit hours from another college, hence are not necessarily first-time freshmen. **U.S. citizen** denotes whether they are a U.S. citizen or an international student.

	Total	US Citizen	International	1st-Time	1st-Time and US Citizen	1st-Time and International
White Non-Hispanic						
Fall 1997*	2638	2627	11	910	909	1
Fall 1998	2626	2610	16	900	891	9
Black						
Fall 1997	108	90	18	29	24	5
Fall 1998	82	77	5	23	23	0
Multiracial						
Fall 1997	18	18	0	10	10	0
Fall 1998	20	20	0	10	10	0
Amer Indian/Alskn						
Fall 1997	10	10	0	3	3	0
Fall 1998	12	12	0	6	6	0
Asian/Pacific Islander						
Fall 1997	42	19	23	16	5	11
Fall 1998	42	14	28	11	6	5
Hispanic						
Fall 1997	58	37	21	21	14	7
Fall 1998	67	44	23	17	12	5
Total						
Fall 1997*	**2874**	**2801**	**73**	**989**	**965**	**24**
Fall 1998	**2849**	**2777**	**72**	**967**	**948**	**19**

*One White Non-Hispanic student was administratively withdrawn from the College after the official count for the quarter was finalized. Hence the total of 2,874 currently in the student database is one less than the official total of 2,875.

First-Time at GC in Fall 1998
Learning Support Courses in Reading, English, and Math by Race

	Total 1st-Time	Learning Support Courses				
		Reading	English	Math		
				LSM*	Math 0097	Math 0099
White Non-Hispanic	900	170	209	336	150	186
%Total	100.0	18.9	23.2	37.3	16.7	20.7
Black (American)	23	7	8	17	8	9
%Total	100.0	30.4	34.8	73.9	34.8	39.1
Multiracial	10	0	1	1	1	0
%Total	100.0	0.0	10.0	10.0	10.0	0.0
Amer Indian/Alskn	6	0	1	2	2	0
%Total	100.0	0.0	16.7	33.3	33.3	0.0
Asian/Pacific Islndr	11	9	9	4	0	4
%Total	100.0	81.8	81.8	36.4	0.0	36.4
Hispanic	17	7	7	9	1	8
%Total	100.0	41.2	41.2	52.9	5.9	47.1
Total	**967**	**193**	**235**	**369**	**162**	**207**
%Total	**100.0**	**20.0**	**24.3**	**38.2**	**16.8**	**21.4**

* Total students in Learning Support Math (Math 0097 + Math 0099)

DSM 0097 is the lower of the two remedial algebra courses

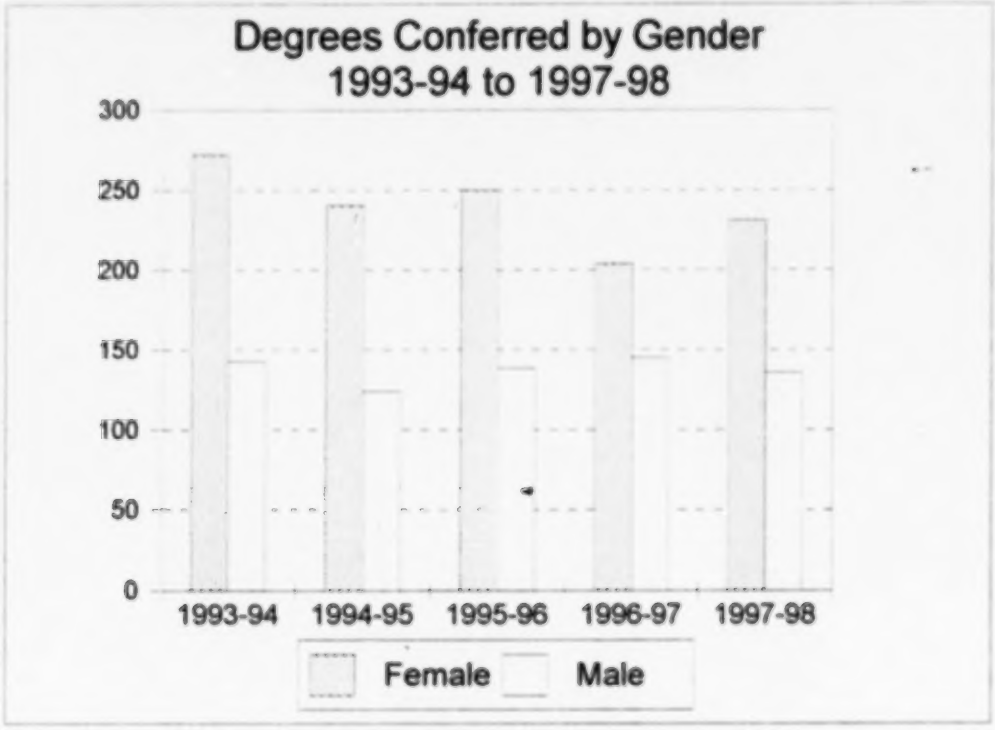
First-Time Students at GC by Race and Gender
Fall 1998

Dr. Hamilton, OPIR, November 1998

	Total	% Total	Gender		
			Male	Female	%Male
White Non-Hispanic	900	93.1	397	503	44.1
Black	23	2.4	7	16	30.4
American Black	23	2.4	7	16	30.4
Other Black	0	0.0	0	0	
Multiracial	10	1.0	3	7	30.0
Amer Indian/Alskn	6	0.6	2	4	33.3
Asian/Pacific Islandr	11	1.1	6	5	54.5
Hispanic	17	1.8	8	9	47.1
Total	967	100.0	423	544	43.7

ASSOCIATE DEGREES CONFERRED: TYPE, GENDER, ETHNICITY

Fiscal Years 1994 to 1998



	FY 1994 1993-94	FY 1995 1994-95	FY 1996 1995-96	FY 1997 1996-97	FY 1998 1997-98	4-Year Change #	4-Year Change %
Total	**415**	**364**	**389**	**349**	**367**	**-48**	**-11.6**
%1-yr Chng	4.8	-12.3	6.9	-10.3	5.2		
Degree Type							
AA	191	168	191	171	190	**-1**	**-0.5**
AS	182	155	161	140	132	**-50**	**-27.5**
AAS	42	41	37	38	45	**3**	**7.1**
Gender							
Female	272	240	250	204	231	**-41**	**-15.1**
Male	143	124	139	145	136	**-7**	**-4.9**
Ethnicity							
Black	15	8	12	9	12	**-3**	**-20.0**
Indian	3	1	0	1	2	**-1**	**NA**
Asian	4	2	3	1	2	**-2**	**-50.0**
Hispanic	2	2	7	3	3	**1**	**50.0**
White	391	351	367	335	348	**-43**	**-11.0**

NA - not applicable since cannot divide by zero

%Change - Percent change from previous year

Source: Degrees and Certificates Conferred, Registrar's Office

K-12 Enrollment, by Race, Ethnicity and Gender

1994-95, 1995-96 and 1996-97: Hall and its Nine Contiguous Counties

Banks, Barrow, Dawson, Forsyth, Gwinnett, Habersham, Hall, Jackson, Lumpkin, and White
Includes Buford City, Gainesville City, and Jefferson City Schools

		Retained Students by Race/Ethnicity						Gender	
	Total	Black	White	Hispanic	Asian	Amer Indian	Multi Racial	Male	Female
Banks									
1994-95	1747	78	1649	9	11	0	0	921	826
%		4.5	94.4	0.5	0.6	0.0	0.0	52.7	47.3
1995-96	1901	79	1799	9	14	0	0	1003	898
%		4.2	94.6	0.5	0.7	0.0	0.0	52.8	47.2
1996-97	1916	84	1794	21	15	0	2	1014	902
%		4.4	93.6	1.1	0.8	0.0	0.1	52.9	47.1
% 2-Yr Change	9.7	7.7	8.8	133.3	36.4	ERR	ERR	10.1	9.2
Barrow									
1994-95	6517	816	5546	53	79	0	23	3419	3098
%		12.5	85.1	0.8	1.2	0.0	0.4	52.5	47.5
1995-96	6871	840	5806	73	105	1	46	3604	3267
%		12.2	84.5	1.1	1.5	0.0	0.7	52.5	47.5
1996-97	7135	887	5960	89	141	3	55	3671	3464
%		12.4	83.5	1.2	2.0	0.0	0.8	51.5	48.5
% 2-Yr Change	9.5	8.7	7.5	67.9	78.5	ERR	139.1	7.4	11.8
Buford City									
1994-95	1622	347	1151	102	8	2	12	839	783
%		21.4	71.0	6.3	0.5	0.1	0.7	51.7	48.3
1995-96	1735	359	1233	121	11	1	10	893	842
%		20.7	71.1	7.0	0.6	0.1	0.6	51.5	48.5
1996-97	1805	347	1267	164	12	1	14	941	864
%		19.2	70.2	9.1	0.7	0.1	0.8	52.1	47.9
% 2-Yr Change	11.3	0.0	10.1	60.8	50.0	-50.0	16.7	12.2	10.3
Dawson									
1994-95	2022	1	2013	6	0	0	2	1096	926
%		0.0	99.6	0.3	0.0	0.0	0.1	54.2	45.8
1995-96	2083	0	2076	5	0	0	2	1129	954
%		0.0	99.7	0.2	0.0	0.0	0.1	54.2	45.8
1996-97	2150	2	2139	4	2	0	3	1144	1006
%		0.1	99.5	0.2	0.1	0.0	0.1	53.2	46.8
% 2-Yr Change	6.3	100.0	6.3	-33.3	ERR	ERR	50.0	4.4	8.6
Forsyth									
1994-95	9343	4	9178	145	8	4	4	4859	4484
%		0.0	98.2	1.6	0.1	0.0	0.0	52.0	48.0
1995-96	10342	9	10125	188	11	5	4	5347	4995
%		0.1	97.9	1.8	0.1	0.0	0.0	51.7	48.3
1996-97	11482	7	11198	248	11	9	9	5913	5569
%		0.1	97.5	2.2	0.1	0.1	0.1	51.5	48.5
% 2-Yr Change	22.9	75.0	22.0	71.0	37.5	125.0	125.0	21.7	24.2

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K-12 Enrollment, by Race, Ethnicity and Gender

		Retained Students by Race/Ethnicity						Gender	
	Total	Black	White	Hispanic	Asian	Amer Indian	Multi Racial	Male	Female
Gainesville City									
1994-95	3128	1117	1310	608	85	6	2	1569	1559
%		35.7	41.9	19.4	2.7	0.2	0.1	50.2	49.8
1995-96	3119	1166	1210	643	83	2	15	1597	1522
%		37.4	38.8	20.6	2.7	0.1	0.5	51.2	48.8
1996-97	3308	1155	1173	865	83	2	30	1673	1635
%		34.9	35.5	26.1	2.5	0.1	0.9	50.6	49.4
% 2-Yr Change	5.8	3.4	-10.5	42.3	-2.4	-66.7	1400.0	6.6	4.9
Gwinnett									
1994-95	80134	6777	65773	2765	4606	79	314	41392	38922
%		8.5	82.1	3.5	5.7	0.1	0.4	51.7	48.6
1995-96	84555	7864	67712	3307	5083	82	507	43617	40938
%		9.3	80.1	3.9	6.0	0.1	0.6	51.6	48.4
1996-97	88596	9148	68492	4136	5937	98	785	45516	43080
%		10.3	77.3	4.7	6.7	0.1	0.9	51.4	48.6
% 2-Yr Change	10.6	35.0	4.1	49.6	28.9	24.1	150.0	10.0	10.7
Habersham									
1994-95	5282	125	4795	173	158	4	27	2743	2539
%		2.4	90.8	3.3	3.0	0.1	0.5	51.9	48.1
1995-96	5381	118	4879	201	150	6	27	2800	2581
%		2.2	90.7	3.7	2.8	0.1	0.5	52.0	48.0
1996-97	5512	110	4917	268	158	5	54	2853	2659
%		2.0	89.2	4.9	2.9	0.1	1.0	51.8	48.2
% 2-Yr Change	4.4	-12.0	2.5	54.9	0.0	25.0	100.0	4.0	4.7
Hall									
1994-95	15813	946	13442	1225	141	24	35	8133	7680
%		6.0	85.0	7.7	0.9	0.2	0.2	51.4	48.6
1995-96	16863	994	14110	1536	149	31	43	8643	8220
%		5.9	83.7	9.1	0.9	0.2	0.3	51.3	48.7
1996-97	17567	1008	14378	1915	151	36	79	9077	8490
%		5.7	81.8	10.9	0.9	0.2	0.4	51.7	48.3
% 2-Yr Change	11.1	6.6	7.0	56.3	7.1	50.0	125.7	11.6	10.5
Jackson									
1994-95	4307	265	3985	30	12	11	4	2235	2072
%		6.2	92.5	0.7	0.3	0.3	0.1	51.9	48.1
1995-96	4437	248	4114	38	16	10	11	2305	2132
%		5.6	92.7	0.9	0.4	0.2	0.2	51.9	48.1
1996-97	4600	261	4218	67	29	14	11	2387	2213
%		5.7	91.7	1.5	0.6	0.3	0.2	51.9	48.1
% 2-Yr Change	6.8	-1.5	5.8	123.3	141.7	27.3	175.0	6.8	6.8
Jefferson City									
1994-95	1070	222	835	2	7	0	4	572	498
%		20.7	78.0	0.2	0.7	0.0	0.4	53.5	46.5
1995-96	1106	231	860	5	6	0	4	588	518
%		20.9	77.8	0.5	0.5	0.0	0.4	53.2	46.8
1996-97	1163	241	900	10	7	0	5	597	566
%		20.7	77.4	0.9	0.6	0.0	0.4	51.3	48.7
% 2-Yr Change	8.7	8.6	7.8	400.0	0.0	ERR	25.0	4.4	13.7

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K-12 Enrollment, by Race, Ethnicity and Gender

		Retained Students by Race/Ethnicity						Gender	
	Total	Black	White	Hispanic	Asian	Amer Indian	Multi Racial	Male	Female
Lumpkin									
1994-95	2749	43	2642	39	13	4	8	1449	1300
%		1.6	96.1	1.4	0.5	0.1	0.3	52.7	47.3
1995-96	2893	44	2766	52	10	6	15	1518	1375
%		1.5	95.6	1.8	0.3	0.2	0.5	52.5	47.5
1996-97	2973	43	2823	62	15	8	22	1572	1401
%		1.4	95.0	2.1	0.5	0.3	0.7	52.9	47.1
% 2-Yr Change	8.1	0.0	6.9	59.0	15.4	100.0	175.0	8.5	7.8
White									
1994-95	2661	92	2546	10	6	7	0	1374	1287
%		3.5	95.7	0.4	0.2	0.3	0.0	51.6	48.4
1995-96	2792	91	2674	10	9	6	2	1420	1372
%		3.3	95.8	0.4	0.3	0.2	0.1	50.9	49.1
1996-97	2821	89	2694	13	12	7	6	1473	1348
%		3.2	95.5	0.5	0.4	0.2	0.2	52.2	47.8
% 2-Yr Change	6.0	-3.3	5.8	30.0	100.0	0.0	ERR	7.2	4.7
County Totals									
1994-95	136395	10833	114865	5167	5134	141	435	70601	65974
%		7.9	84.2	3.8	3.8	0.1	0.3	51.8	48.4
1995-96	144078	12043	119364	6188	5647	150	686	74464	69614
%		8.4	82.8	4.3	3.9	0.1	0.5	51.7	48.3
1996-97	151028	13382	121953	7862	6573	183	1075	77831	73197
%		8.9	80.7	5.2	4.4	0.1	0.7	51.5	48.5
% 2-Yr Change	10.7	23.5	6.2	52.2	28.0	29.8	147.1	10.2	10.9
State									
1994-95	1261137	470177	740826	23607	19634	1480	5413	647139	613998
%		37.3	58.7	1.9	1.6	0.1	0.4	51.3	48.7
1995-96	1311126	491728	761002	28191	21207	1745	7253	672866	638260
%		37.5	58.0	2.2	1.6	0.1	0.6	51.3	48.7
1996-97	1321239	495441	758050	33659	23201	1713	9175	676892	644347
%		37.5	57.4	2.5	1.8	0.1	0.7	51.2	48.8
% 2-Yr Change	4.8	5.4	2.3	42.6	18.2	15.7	69.5	4.6	4.9

Source: Georgia Department of Education, Georgia Public Education Report Card

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1996-97 HS Graduates and CPC Diplomas by Race/Ethnicity and Gender

Hall and its Nine Contiguous Counties

Banks, Barrow, Dawson, Forsyth, Gwinnett, Habersham, Hall, Jackson, Lumpkin, and White
Includes Buford City, Gainesville City, and Jefferson City Schools

Note: CPC includes CPC-only and CPC+Vocational endorsements

		Retained Students by Race/Ethnicity						Gender	
	Total	Black	White	Hispanic	Asian	Amer Indian	Multi Racial	Male	Female
Banks									
Graduates	84	3	80	1	0	0	0	43	41
%		3.6	95.2	1.2	0.0	0.0	0.0	51.2	48.8
CPC and CPC-Voc	35	0	35	0	0	0	0	16	19
%		0.0	100.0	0.0	0.0	0.0	0.0	45.7	54.3
% Graduates	41.7	0.0	43.8	0.0	ERR	ERR	ERR	37.2	46.3
Barrow									
Graduates	231	30	192	3	4	2	0	98	133
%		13.0	83.1	1.3	1.7	0.9	0.0	42.4	57.6
CPC and CPC-Voc	118	6	103	3	4	2	0	39	79
%		5.1	87.3	2.5	3.4	1.7	0.0	33.1	66.9
% Graduates	51.1	20.0	53.6	100.0	100.0	100.0	ERR	39.8	59.4
Buford City									
Graduates	70	10	54	1	2	0	3	38	32
%		14.3	77.1	1.4	2.9	0.0	4.3	54.3	45.7
CPC and CPC-Voc	35	3	27	1	2	0	2	17	18
%		8.6	77.1	2.9	5.7	0.0	5.7	48.6	51.4
% Graduates	50.0	30.0	50.0	100.0	100.0	ERR	66.7	44.7	56.3
Dawson									
Graduates	77	0	77	0	0	0	0	37	40
%		0.0	100.0	0.0	0.0	0.0	0.0	48.1	51.9
CPC and CPC-Voc	41	0	41	0	0	0	0	18	23
%		0.0	100.0	0.0	0.0	0.0	0.0	43.9	56.1
% Graduates	53.2	ERR	53.2	ERR	ERR	ERR	ERR	48.6	57.5
Forsyth									
Graduates	487	0	481	4	2	0	0	229	258
%		0.0	98.8	0.8	0.4	0.0	0.0	47.0	53.0
CPC and CPC-Voc	274	0	271	1	2	0	0	113	161
%		0.0	98.9	0.4	0.7	0.0	0.0	41.2	58.8
% Graduates	56.3	ERR	56.3	25.0	100.0	ERR	ERR	49.3	62.4
Gainesville City									
Graduates	161	45	100	10	5	0	1	85	76
%		28.0	62.1	6.2	3.1	0.0	0.6	52.8	47.2
CPC and CPC-Voc	106	14	82	5	4	0	1	53	53
%		13.2	77.4	4.7	3.8	0.0	0.9	50.0	50.0
% Graduates	65.8	31.1	82.0	50.0	80.0	ERR	100.0	62.4	69.7
Gwinnett									
Graduates	4142	293	3429	105	290	4	21	2067	2075
%		7.1	82.8	2.5	7.0	0.1	0.5	49.9	50.1
CPC and CPC-Voc	3375	185	2861	60	252	3	14	1616	1759
%		5.5	84.8	1.8	7.5	0.1	0.4	47.9	52.1
% Graduates	81.5	63.1	83.4	57.1	86.9	75.0	66.7	78.2	84.8

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1996-97 Graduates and CPC Diplomas (Georgia High School Report Card)

		Retained Students by Race/Ethnicity						Gender	
	Total	Black	White	Hispanic	Asian	Amer Indian	Multi Racial	Male	Female
Habersham									
Graduates	300	5	277	7	10	0	1	141	159
%		1.7	92.3	2.3	3.3	0.0	0.3	47.0	53.0
CPC and CPC-Voc	167	2	160	2	3	0	0	71	96
%		1.2	95.8	1.2	1.8	0.0	0.0	42.5	57.5
% Graduates	55.7	40.0	57.8	28.6	30.0	ERR	0.0	50.4	60.4
Hall									
Graduates	772	23	682	58	5	1	3	416	356
%		3.0	88.3	7.5	0.6	0.1	0.4	53.9	46.1
CPC and CPC-Voc	385	4	357	23	0	0	1	192	193
%		1.0	92.7	6.0	0.0	0.0	0.3	49.9	50.1
% Graduates	49.9	17.4	52.3	39.7	0.0	0.0	33.3	46.2	54.2
Jackson									
Graduates	235	24	207	1	2	1	0	106	129
%		10.2	88.1	0.4	0.9	0.4	0.0	45.1	54.9
CPC and CPC-Voc	73	7	65	0	1	0	0	27	46
%		9.6	89.0	0.0	1.4	0.0	0.0	37.0	63.0
% Graduates	31.1	29.2	31.4	0.0	50.0	0.0	ERR	25.5	35.7
Jefferson City									
Graduates	45	4	41	0	0	0	0	22	23
%		8.9	91.1	0.0	0.0	0.0	0.0	48.9	51.1
CPC and CPC-Voc	32	2	30	0	0	0	0	15	17
%		6.3	93.8	0.0	0.0	0.0	0.0	46.9	53.1
% Graduates	71.1	50.0	73.2	ERR	ERR	ERR	ERR	68.2	73.9
Lumpkin									
Graduates	123	0	118	1	2	1	1	62	61
%		0.0	95.9	0.8	1.6	0.8	0.8	50.4	49.6
CPC and CPC-Voc	69	0	66	1	2	0	0	34	35
%		0.0	95.7	1.4	2.9	0.0	0.0	49.3	50.7
% Graduates	56.1	ERR	55.9	100.0	100.0	0.0	0.0	54.8	57.4
White									
Graduates	162	4	157	1	0	0	0	162	68
%		2.5	96.9	0.6	0.0	0.0	0.0	100.0	42.0
CPC and CPC-Voc	76	2	73	1	0	0	0	33	43
%		2.6	96.1	1.3	0.0	0.0	0.0	43.4	56.6
% Graduates	46.9	50.0	46.5	100.0	ERR	ERR	ERR	20.4	63.2
County Totals									
Graduates	6889	441	5895	192	322	9	30	3506	3451
%		6.4	85.6	2.8	4.7	0.1	0.4	50.9	50.1
CPC and CPC-Voc	4786	225	4171	97	270	5	18	2244	2542
%		4.7	87.2	2.0	5.6	0.1	0.4	46.9	53.1
% Graduates	69.5	51.0	70.8	50.5	83.9	55.6	60.0	64.0	73.7
State									
Graduates	61004	20723	37832	898	1252	75	224	28806	32198
%		34.0	62.0	1.5	2.1	0.1	0.4	47.2	52.8
CPC and CPC-Voc	36344	10091	24531	493	1039	47	143	15502	20842
%		27.8	67.5	1.4	2.9	0.1	0.4	42.7	57.3
% Graduates	59.6	48.7	64.8	54.9	83.0	62.7	63.8	53.8	64.7

Source: Georgia Department of Education, Georgia Public Education Report Card

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